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Vincennes." "Les Six Bourgeois de Calais" and "Le Comte de Flandre et La Pauvre Femme" give dramatic form to two true incidents of the Hundred Year's War drawn from Froissart. The last of the six called "La Danseuse de Jean" suggests the spirit of unrest preceding the revolution of 1848. It is adapted from "Mademoiselle Perle" of Maupassant. The historical atmosphere is greatly aided by the authentic sketches of costumes through the book and the problems of production are solved by three pages of "Practical hints for staging these plays." The book concludes with a comprehensive vocabulary. The great value of the book lies in the excellence of the French which is full of the much needed idioms of daily conversation and lives up to the author's purpose, as stated in her preface, of proving to beginners that French is "a living language in which people can give commands, hurl defiance, beg for mercy, pronounce judgment, scold, make love, and generally exchange the thoughts that make life interesting, exciting, and romantic."

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Cours pratique de français pour commençants. By E. B. DE SAUZÉ, Ph.D. The John C. Winston Company (Philadelphia, Chicago). 1919. XXXVIII+262+75 pp. Price 1.25.

Dr. de Sauzé's pedagogical labors in recent years both at Temple University and the University of Pennsylvania, as well as his work in his present field at Cleveland, O., have afforded him unusual opportunities for contact not only with those seeking to learn French, but also with teachers of the language. He has in this way been enabled to submit his methods to actual tests in different kinds of classrooms. The result is a work of unusual excellence, a volume which is indeed practical, but which is also sane, logical, and withal delightful. To those of us who are thoroughly convinced that it is the French language more than the French grammar which we would present to our beginners, this book is especially acceptable. The grammar is here, but the grammatical rules are deduced easily and pleasantly from the reading selections. The latter do not find a place, as in so many grammars, for the sake of glorifying the formal rules. It is the direct method, the direct method founded upon nature and common sense.

Professor de Sauzé has taken as his motto words which express not only A. France's pedagogical views, but those also of old Montaigne and of Rousseau: "Pour digérer le savoir, il faut l'avoir avalé avec appétit" (*Le Crime de Sylvestre Bonnard*). The pedagogical principles adopted as a basis for the philosophy of

his book are found in its Preface. The first of these, that it is necessary at the start to present only the fundamentals of French grammar, should be especially pleasing not only to high school teachers, but also to college instructors. For many of us know—alas! too well—the difficulty of compressing anything more than the fundamental principles into the comparatively short time which, with their varied and complex needs, those who begin French at the college or university have often to bestow upon the grammar of the language. The second principle is to give abundant reading material, and there is enough here to keep the students one full week upon the grammatical points contained in each lesson. This reading material is varied. It is all interesting and up to date. So much of it being in dialogue form, the third principle, oral drill, becomes easier of execution. The practical, living nature of topics and vocabularies constitutes the fourth principle, the concrete and natural way of teaching grammar the fifth and last.

In each of the thirty-five lessons forming the main part of the *Cours pratique*, the same general method is observed. First, a passage of connected French is given, in which we find prominently illustrated a few grammatical points; then follow questions based upon this reading matter; then the grammatical rules deduced; after these, questions to be answered in writing (or orally); sentences or phrases to be completed, changed or paraphrased, etc.—all sorts of ingenious exercises on the new and accumulated vocabularies. As early as the fourth lesson, a short, original composition is called for. Then there are a few lively sentences for translation from our mother tongue into French, these sentences affording the only necessity for the use of English in the classroom. Every lesson contains also a list of its new words arranged in the order in which they occur in the passage of connected French. And, beginning with the fifth lesson, this list is followed by games, riddles, songs, *jeux de mots*, *bons mots*, poems, little stories, anecdotes, puns, short citations, or the like.

The book proper is supplemented by a treatise of 60 pp. on irregular verbs, a *vocabulaire* of 761 French words or expressions, and an index. The author has endeavored to make the task of teaching the irregular verbs more productive of results by giving with each irregular verb only the tenses that are not formed regularly. The regular forms and tenses can be reasoned out by the student, who is supposed to have learned thoroughly the regular rules for the formation of tenses. With each set of three or four irregular verbs a connected text has been introduced, in which these verbs are used in their various forms, and this text can be made a basis for oral drill. Each lesson has also a translation exercise from English into French. No reading text and no exercises are given for the irregular verbs in infrequent use. Such verbs are listed for reference only.

Many pertinent hints and cautions, gleaned from actual experience in teaching, are strewn here and there throughout the whole book. The *Cours* proper is adorned with fourteen illustrations of places and people, the Appendix with seven. The sixteen pages which the author devotes to "Fundamental Principles of French Pronunciation" are preceded by a note stating that these few rules are to be used merely as a reference and are not supposed to be all-inclusive. Most of the principles are forcefully put, and further rules for pronunciation and exceptions are given in the lessons proper as the words are naturally reached which illustrate these rules and exceptions. But the non-native teacher who uses the *Cours pratique*, as well as the students, should be armed with a good manual of phonetics. For these "Fundamental Principles" are by themselves insufficient in some respects to give a correct idea of French pronunciation. The treatment, for instance, of unaccented *e* is very inadequate; the comparison of French *oi* to the sound of *wa* in the English *water* is open to criticism; and the rules for the pronunciation of the consonants must be supplemented. It may also be noted that some of the English sentences in the different exercises have rather a foreign flavor. The typographical errors occurring in the early copies of the *Cours pratique* will probably be corrected in a later edition.

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